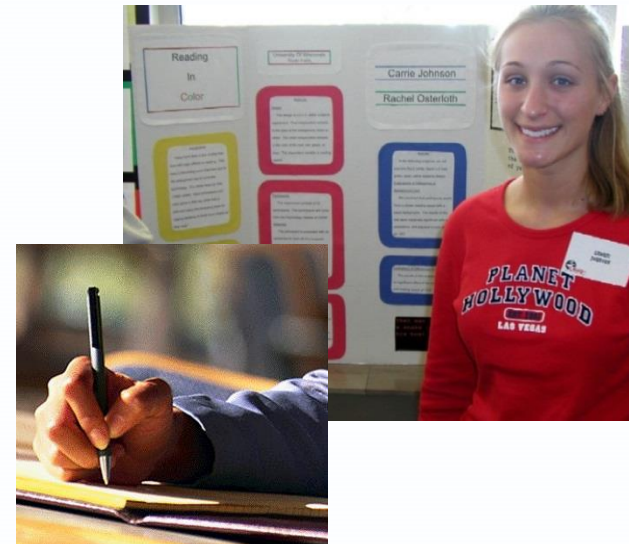




Developing Literacy through the Three Modes of Communication



Paul Sandrock
ACTFL
Director of Education



<http://actflregionalworkshop.wikispaces.com>

I can ...

- Apply strategies to develop learners' performance in my classes
 - Interpersonal mode of communication
 - Interpretive mode of communication
 - Presentational mode of communication
- Design performance tasks to guide and evaluate learners in each mode of communication
- Identify ways to shift to authentic materials, tasks, audiences, and evidence

Three Modes of Communication

Interpersonal	Interpretive	Presentational
<ul style="list-style-type: none"> • <i>Negotiation of meaning</i> • Listening and Speaking • Reading and Writing 	<ul style="list-style-type: none"> • <i>Interpretation</i> • Listening • Reading • Viewing 	<ul style="list-style-type: none"> • <i>Creation of a message</i> • Speaking • Writing • Visually Representing





WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

What?

Standards Collaborative Board (16 national language organizations)

Our 5 Cs

11 descriptive standards

Guiding Principles for
“refreshing” standards:

- Maintain the essence of each standard
- Clarify the language



www.actfl.org – click *Publications* – click *National Standards*

Standards for Learning Languages

FROM:

Interpersonal Communication: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

TO:

Interpersonal Communication: Learners **interact and negotiate meaning** in spoken, signed, or written conversations to **share information, reactions, feelings, and opinions**

Standards for Learning Languages

FROM:

Interpretive Communication: Students understand and interpret written and spoken language on a variety of topics.

TO:

Interpretive Communication: Learners **understand, interpret, and analyze** what is heard, read, or viewed on a variety of topics.

Standards for Learning Languages

FROM:

Presentational Communication: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

TO:

Presentational Communication: Learners **present information, concepts, and ideas to inform, explain, persuade, and narrate** on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers

Standards for Learning Languages: Cultures

FROM:

Practices of Culture: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

TO:

Relating Cultural Practices to Perspectives: Learners **use the language to investigate, explain, and reflect on** the relationship between the practices and perspectives of the cultures studied

Standards for Learning Languages: Cultures

Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied

Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied

Standards for Learning Languages: Connections

Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively

Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its culture

Standards for Learning Languages: Comparisons

Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own

Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Standards for Learning Languages: Communities

School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world

Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement

Key Shifts for Designing Learning Experiences

- Authentic **materials**
- Authentic **tasks**
- Authentic **audiences**
- Authentic **evidence**

How are you creating authentic learning experiences to prepare your learners to use their language beyond the classroom?

Focus on Interpersonal Mode

Interpersonal Communication: Learners **interact and negotiate** meaning in spoken, signed, or written conversations to **share information, reactions, feelings, and opinions.**



Interpersonal Task: Find out how much you and your partner have in common

Where do you want to go? What do you want to do?

I want to go to _____ because I want to _____.



Prepare to send a postcard:

I went - - I saw - - I ate - - I visited - - I liked



a cave



the rainforest



the waterfall



the beach



the ocean



16
the hike

Do you want to?

Yes, I want to explore the cave.

No, It's too hot. I want to go to the beach.



explore a cave



zipline



play in the waterfall



swim at the beach



snorkel



Hike in the rainforest

Do you want to....? I want/don't want...?



- Do you like to (activity) in summer or winter?
- What do you prefer to do?
- What is the weather like when you (activity)?
- Are you good at (activity)? Why or why not?
- How often do you (activity)?
- Where do you (activity)?

Questions in an Envelope

On individual slips of paper – examples of follow-up questions appropriate to the thematic focus:

Focus: Places to Visit in the Region

- What is interesting to see?
- When is a good season to visit there?
- Are there many things for young people?
- In bad weather, what can I do for fun?
- Describe any special foods of the region
- What do you like the most about the region?
- Everyone in our class will enjoy the region, right?
- What will our teacher say to visit or do there?

Visual Thinking Strategies



Three key questions:

1. What is going on in this picture?
2. What do you see that makes you say that?
3. What more can we find?

Visual Understanding in Education

visualthinkingstrategies.org

vue.org

From: Laura Terrill
ACTFL Webinar, 2011

Scored Discussion

Move from:	1 – 3 – 5	Move to:
Asks random questions		Follows up with logical questions
Only answers the question asked		Contributes additional information
Responds, but rarely initiates		Contributes personal insights to enhance discussion and draw in others
Comments are not relevant		Stays on topic

Designing Effective Feedback

Move From - Move To

1. Asking questions
2. Extending your answer
3. Cultural appropriateness
4. Clarifying meaning
5. Language accuracy
6. Higher order thinking in L2
7. Task specific elements

Focus on Interpretive Mode

Interpretive Communication:

Learners **understand, interpret, and analyze** what is heard, read, or viewed on a variety of topics.



Key Considerations (Laura Terrill – ACTFL Webinar)

- Decide what students should know after reading, (listening to, viewing) the text. Determine what is essential.
- Determine what students should be able to do with the information once they have finished the text.
- Anticipate what might cause students difficulty. Consider elements such as:
 - background/cultural knowledge
 - vocabulary
 - organization of the text
- Model how they should *hold their thinking* while reading, listening to, or viewing the text.

Specific Strategies to Develop Interpretive Communication Skills in the Classroom

Provide students with strategies for comprehending **authentic oral texts** such as:

- listening for key words only
- listening to the segment a number of times--each time for additional information
- pausing the recorded segment to give time for recalling what was heard

ACTFL AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES

Focus on Presentational Mode

Presentational Communication: Learners **present information, concepts, and ideas** to **inform, explain, persuade, and narrate** on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers



A Balanced Lifestyle

Interpretive Mode

Learners will read a blog written by a teenager where he discusses his activities. They will demonstrate comprehension by answering questions about main ideas and will complete a graphic organizer based on information found in the text.

Interpretive Mode

Learners will watch a commercial for a product that promises to make life easier or less stressful and will demonstrate comprehension by analyzing the effectiveness of the message and product.

Interpretive Mode

Learners will read a schedule of a top athlete to determine how he spends the hours in his day deciding what elements are part of a balanced lifestyle and what is missing.

Presentational Mode

Learners will create a presentation based on multiple sources of information highlighting ways to promote a balanced lifestyle for teenagers. The presentation will be shared with another French class.

Interpersonal Mode

In pairs or small groups, learners share what they have learned about their lifestyle and the lifestyle of teenagers in (France) in terms of a balanced lifestyle. They compare their daily routines and schedules and make and respond to suggestions to adjust their lifestyle.



Developing Literacy through the Three Modes of Communication

Paul Sandrock
psandrock@actfl.org

